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ABSTRACT

After presenting an overview of the history of the community college from the late 1800's to the present, and a discussion of the philosophic bases and accepted functions and purposes of the community college, this article presents a picture of Hispanic students in community and junior colleges in 1978. General demographic data on Hispanics in the United States are presented, focusing on age distribution, language and educational participation, and Hispanic professionals in post-secondary education. The section dealing with Hispanics in community and junior colleges considers enrollment trends, graduation rates, degrees awarded, and Hispanic faculty members. Subsequently, the reasons for the non-participation of Hispanics in the educational systems of this country are considered, concentrating on the changes that are needed in recruitment, admissions processes, student financial assistance, programs and services, and faculty and student support personnel in order to alter this pattern. Finally, recommendations are made for changes in federal policy related to bilingual education, financing developing institutions, affirmative action, Comprehensive Employment and Training Act programs, legislative assistance to predominantly Hispanic schools, and federal financial aid. (AYC)

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HISPANICS IN THE COMMUNITY/JUNIOR COLLEGES:
DONDE ESTAMOS EN EL ANO 1978?

by

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QUESTIONS: Hispanics in the Community/Junior College:
Donde Estamos en el Ano 1978?

1. What are the best educational program designs that community/junior colleges can implement to attract, retain, and serve well the Hispanic student?

2. What sort of financial aid packaging will do the most for Hispanic students in the community/junior colleges?

3. What implications do the data on Hispanics in this country (we are the youngest, we have the lowest educational accomplishments, most of us retain our language and our culture, and so forth) have for the long-range educational plans in this country--given decrease in national birth rate, less support for education, rising cost, tax rebellion, and so forth?

4. From where are we going to get the instructors to teach bilingually in the community/junior colleges?

5. Why do the philosophical bases and the functions of the community/junior colleges best suit these institutions to serve the needs of Hispanic students? Why haven't they really done as good a job of doing this as they are capable of doing?

HISPANICS IN THE COMMUNITY/JUNIOR COLLEGES:

DONDE ESTAMOS EN EL ANO 1978?

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In this paper, I try to present as coherent a picture as possible of the status of Hispanic students in the community/junior colleges in 1978, given the scarcity of longitudingal, reliable, comprehensive, and comparable data. Before I do that, though, I have included some brief notes on the historical and philosophical perspectives of these institutions in addition to the funtions/purposes generally assigned to them, believing, as I do, that this will provide us with a common base useful for our deliberations. The paper, then, is divided into the following sections: (a) some historical perspectives of community/junior colleges, (b) their philosophical bases, (c) the accepted functions/purposes of these institutions, (d) general demographic data about Hispanics in the United States, (e) Hispanics in community/junior colleges, and finally, (f) some recommendations about national educational policy.

Historical Perspectives

As one looks at the historical developments of the community/junior colleges in the United States, it is relatively easy, for purposes of discussion, to divide this history into three main eras or stages: (a) from the beginning until the end of World War II, (b) from 1945 to the late sixties, and (c) the era we now are in.

Beginning to WWII. The community/junior colleges began because of a struggle between conservative and liberal thought in America during the late 1800's and early 1900's. (1:32) Such higher education leaders as Henry Phillip Tappan, William W. Folwell, and William Rainey Harper, thought that the university should pattern itself on the German model, devoting itself to graduate

and professional training and research. They argued that lower-division instruction was the function of secondary schools, similar to the German gymnasia, or of institutions that would be created when the four-year colleges discontinued upper-division work to become"junior" colleges associated with secondary schools. It was Harper, in 1892, who separated the first and last two years of the new University of Chicago into the "Academic College" and the "University College", which four years later were changed to "junior college" and "senior college", respectively, perhaps the first use of the terms. (2:46-47) Harper was instrumental in the founding of several public junior colleges, including the oldest extant public junior college, Joliet Junior College, established in 1901.

During the first four-five decades since the first junior college was established, the institutions were just that - an institution "junior" to another higher education institution. The main concern of the junior colleges was for equitable recognition by four-year colleges and universities, and for the acceptability and transferability of credits they taught. Edmund J. Gleazer, Jr., president of the American Association of Community and Junior Colleges, wrote in 1975, "The orientation was toward a model of "higher education" with emphasis upon a vertical dimension - the junior college for two years, the four-year colleges, graduate schools, etc. Two years of that academic hierarchy was the chosen domain of the junior or two-year college." (3:1)

During these years, the junior colleges emulated the four-year colleges and universities, both in curriculum and in instructional methods. It is safe to say, that, compared to today's offerings, the educational programs were narrow, limited to the liberal arts and general education. The methodology was primarily that used at the "higher" institutions. The students served were, for the most part, rather homogeneous. This was generally true until the end of World War II.

From 1945 to Late 1960s.- As the war ended, the returning G.I.s, taking advantage of educational and other benefits provided by a grateful country, flocked to colleges and universities by the thousands. Access to higher education was made easily available to them. It was in this period that the Truman Commission on Higher Education called for expanded educational opportunities beyond the high school. (4) This commission and other task forces and educational organizations called for a more flexible, broader curriculum, for low tuition, and the establishment of more institutions that people of all ages could attend at low costs.

At the same time, the post-World War II economy in our country--a growing, expanding economy--welcomed the G.I., with his experience, maturity, training, and education. American business and industry was adapting a large number of the scientific and technological advances made as a result of the war to peacetime uses. People saw the road to success in our society paved with a college education. The growth of higher education was great - and the expansion of the junior colleges dramatically outpaced the growth in other segments of high education.

But the ex-G.I.'s impact on American higher education--and specifically on junior colleges--was greater than just increased enrollments. To begin with, the veterans were not a homogeneous group of students, with more or less the same educational background and preparation. Some few had done some college work; a few more were high school graduates; but the majority had just a few years of schooling. Yet all needed--and demanded--an education. I remember, when I was a student in the junior college in my hometown of Laredo, Texas, seeing veterans who were enrolled in an accelerated basic adult educational program--some were in the fourth and fifth grade--and they progressed through high school (GED) and on to college-level work. All this at the one

institution--the junior college.

At the same time, the need for people prepared to function at a less than professional level was increasing as business and industry expanded. The need for skilled craftsmen, technicians, paraprofessionals and midmanagers was great. Blocker, Plummer, and Richardson wrote in 1965 that "the needs of society actually shape and dictate the breadth and scope of education programs....It is clear that the manpower resources of the United States must be fully developed both qualitatively and quantitatively." (1) These two pressures, then, forced the junior colleges to broaden their curricular offerings, to attempt to meet the needs of the students and the requirements of the community, particularly the employers. The ex-G.I. also taught the junior colleges a couple of other lessons. One was that high school grades and scores on national normative tests were not too useful in predicting their achievement in the classroom. The other was that traditional methods of instruction were not very effective and efficient.

Another significant development that affected the development of the junior colleges was the 1954 Brown vs Topeka Board of Education ruling by the U.S. Supreme Court, which said that "separate but equal" was not necessarily so. This, plus a number of other studies and reports, pointed out that minorities were not receiving equal treatment under the dual education system. Minorities, then, began to enroll in the junior colleges in increasing numbers.

Yet another factor was the Civil Rights Act of 1964, which mandated in Title VI that "no person shall be discriminated against because of his or her race, color, or national origin in any program or activity that receives federal financial assistance." This, together with the availability of federal student aid programs, opened higher education to segments of our society that had not been served well before.

It was in the 1960s that the concept of the open door policy was more-or-less crystalized and gained acceptance. It was in this decade that the offering of a diversified program of instruction was also brought into sharper focus. The word "community" was used to refer to institutions that viewed themselves as having two main instructional tracks--two year vocational/technical/occupational programs and the first two years of transfer courses for what are normally four-year baccalaureate programs. For example, the enabling legislation passed in the Commonwealth of Pennsylvania is called "The Community College Act of 1963." In its report on the open door college, the Carnegie Commission indicated that it "....favors the comprehensive community college with academic, occupational, and general education programs as against more specialized two-year colleges." (5)

Thus, the end of the decade of the sixties saw the community colleges still booming, with the primary goal of preparing students for entry into the labor market, either directly after graduation from vocational/technical/occupational programs or indirectly, upon completing degree requirements of four-year colleges or universities to which they transferred. But things changed rapidly in the seventies.

The Present Era.- The 1970s, then, represents the new era of community college development. The country found itself in an unusual economic situation, a combination inflation-recession. As employment shrank, people with college degrees ended up in the unemployment lines. Enrollment began to decline or at least to stabilize. All of a sudden, people began to doubt the value of an education. Legislatures which had supported community colleges well began to look closely at appropriations and to limit the funds. All educational institutions began to re-evaluate their enrollment projections, to re-assess goals and objectives.

People began to talk about life-long learning and attempting to meet the needs of the individual. Gleazer wrote in 1974 that "our paramount goal is not to produce technicians for the nation's economy. Our aims are not fulfilled in a national manpower policy..." He said that the community colleges should not take their clues to provide service "from the conventional and traditional ways of education. To accomodate to the recognized and authorized structures of higher education is not the most essential matter." (3:3)

Gleazer further said that community colleges have to "relate to man's most compelling problems" if they are to continue in the future to enjoy the support they have had in the past. (3:3) He refers to community colleges as education resource centers for the whole of the community. The terms he has coined--the "in" terms now for community colleges are:

community-based

post-secondary

performance-oriented (6)

These phrases are in the process of being defined and, as definitions are developed, the community/junior colleges will move to implement the concepts.

At this stage, perhaps a few statistics are in order. As already mentioned, the first extant community/junior college was established in 1901. Thirty years later, there were 469 in existence and by 1951, there were 597. (7:5) Since 1952, the growth of the community/junior colleges has been startling. In the twenty year period 1952-72, 544 new community/junior colleges were established. Between 1955 and the early 1960's, institutions were established at the annual rate of about 25-30. In the late sixties, the average annual number of new community/junior colleges exceeded one a week. In 1977, the total number of community/junior colleges was 1235. (8:2)

The enrollment statistics reflect the fact that Americans are taking advantage of the educational opportunities offered by the community/junior colleges. In 1950, the number of students enrolled in community/junior colleges was just below 580,000. By 1960, enrollment had grown to a bit more than 660,000. (See Table I.) Enrollment soared to almost 2.5 million by 1970. Five years later, in 1975, the enrollment barely exceeded four million. In 1977, the enrollment exceeded 4.3 million students. (See Table II.)

TABLE I

Community/Junior Colleges--
Number and Enrollment, 1900-1960

Year	Number	Enrollment
1900	8	100
1930	469	97,631
1940	610	232,162
1950	597	579,475
1960	678	660,216

Source: (7:5)

But enough of history and numbers. Let's get to the philosophical foundations of the community/junior colleges.

TABLE II

Growth in Number and Enrollment of
Community/Junior Colleges, 1970-1977

Year	Number	Enrollment
1970	1,091	2,499,837
1971	1,111	2,680,762
1972	1,141	2,866,062
1973	1,165	3,144,643
1974	1,203	3,527,340
1975	1,230	4,069,279
1976	1,233	4,084,976
1977	1,235	4,309,984

Source: (8.2)

Philosophical Bases

I will try to give you my interpretation of the philosophical bases of the community/junior colleges by defining three terms which I consider basic--(a) "open-door", (b) "community" and (c) "comprehensive"--as these pertain to community/junior colleges. But first I think we should discuss two basic philosophical bases of American education.

American Educational Principles.- One cannot really begin to discuss the philosophical bases of the community/junior colleges without first discussing at least two of the basic principles upon which the American educational system is based. The first one is that a democracy, if it is to function and progress, needs well-educated citizens. Our forefathers, even before the nation was founded, provided for schooling of the citizenry. This principle of providing educational opportunities has been fundamental to American society and we have implemented it to such an extent, that free public education is universally available through the high school level and in some states through the fourteenth year or community college level.

The second principle central to the American system of education is the concept of individual worth--each individual has something to contribute to the society and it follows that he ought to have the opportunity to develop his natural ability as much as he can and he is motivated to do so. The community/junior colleges, building on these two philosophical foundations, are attempting to prove that they are really "the peoples' colleges", "democracy's college of the century" by adopting and implementing a philosophy that I will now try to explain by defining, as I said earlier, three basic terms.

"Open-Door" Admissions Policy.- The term "open-door", as applied to community/junior colleges, relates to the admissions policy of an institution.

The admissions policy is quite simple: "Any person is eligible for admission who has attained a high school diploma or its equivalent or who is over eighteen years of age and seems capable of profiting by the instruction." Some community/junior colleges have an open-door non-selective admissions policy to the institution, but have established rather strict criteria for enrollment in certain programs, particularly some vocational/technical/occupational programs.

"Community"--Three Definitions.- The term "community" has to be defined in at least three parts. The first is that the community college is committed to study the needs of industry, business, government, and the professions for educated/trained personnel and to attempt to serve these needs through its course offerings and services. Most community/junior colleges, in planning and implementing their vocational/technical/occupational programs first attempt to determine the needs of the community they serve. Many have community advisory committees made up of knowledgeable people who can advise the institution about manpower needs. Most have individual program advisory committees with the idea in mind of designing the curricular programs to meet the needs in a vocational field as identified by these committee members.

The second definition of the term "community" is that the community/junior college will attempt to serve all segments of the community in the area it serves. To me, this means that community/junior colleges will try to serve not only the Anglo, or the American Indian, or the Black, or the Chicano; the young or the old; the rich, middle-class or the poor--but all people whose needs are not being met. To some degree community/junior colleges have done this; however, there are some of us that feel that a lot of work has yet to be done. Specifically, some of us believe that while community/junior colleges have provided access to higher education for all segments of the community, the retention rate for certain groups is not as high as it should be.

The third part of the definition of the term "community" relates to a perceived need by community/junior college people to take the institution--and its services--to the community instead of forcing the citizens of the community to come to one central campus. Many community/junior colleges are dedicated to the concept that their entire district is their campus. Consistent with this broad definition of campus, they attempt to serve their clientele at multiple locations and educational service centers located throughout the district.

"Comprehensive." - The third term which I want to define is the word "comprehensive," and again, I want to define it in at least two parts. The first part pertains to the instructional programs of the community/junior college. If the institution is going to attempt to serve the needs of the employers on the one hand and the students on the other--and the student population is extremely diverse and heterogeneous--the community/junior college has to offer very comprehensive educational programs. Most community/junior colleges list six or seven objectives or functions, but the instructional objectives center around four different types of programs: (a) the university parallel or transfer programs, (b) the vocational/technical/occupational programs, (c) the developmental programs, and (d) adult and continuing education. (See Section on Functions/Purposes)

The second part of the definition of "comprehensive" relates to a concomitant function of a comprehensive educational program designed to serve the needs of a heterogeneous student population: what the people who are in the field refer to as "student development services," with guidance and counseling being the foundation. A society that values the worth of the individual and stresses the concept of individual responsibility and personal freedom tries to protect the right of the student to make choices and to take the consequences of his decisions, right or wrong. However, the community/junior colleges feel that the student has to have adequate information about the nature and purposes

of the different programs available, about himself and his educational objectives and capabilities, and the opportunities for employment that might be available for those who have certain knowledge and skills.

Beyond this are the other component of a good student development program--all integral and important parts: recruitment, admissions and student records, financial aid, health services, student activities, student government, housing, job placement and follow-up, transfer, and similar activities.

Undergirding the whole of the philosophy and functions of the community/junior colleges--and which appears in their published literature--is the commitment to good teaching. Throughout the country, community/junior colleges, I believe, are much more concerned with the effects of the teaching/learning process than any other segment of American higher education.

Community/Junior College Functions/Purposes

Because I alluded to the functions/purposes of the community/junior colleges in previous sections of this paper, we need not do more here than to list them. The latest I have seen are in a bill passed by the Texas legislature in 1973, Senate Bill 358. This bill, which became effective on 15 June 1973, says that the "purpose of each public community college shall be to provide:

"(1) technical programs up to two years in length leading to associate degrees or certificates;

"(2) vocational programs leading directly to employment in semi-skilled and skilled occupations;

"(3) freshman and sophomore courses in arts and sciences:

"(4) continuing adult education programs for occupational or cultural upgrading;

"(5) compensatory education programs designed to fulfill the commit-

ment of an admissions policy allowing the enrollment of disadvantaged students;

"(6) a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals; and

"(7) such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of post-secondary education in Texas."

General Demographic Data on Hispanics in U.S.

In 1975, persons of Spanish origin made up about five per cent (5%) of the total population of the United States who were four (4) years old or older. (See Chart I.) While the per cent of the total population that was four years old or older in 1975 was forty-two per cent (42%), the percent of the Hispanic population was fifty-four per cent (54%). (See Chart II.) In other words, we had a higher percentage of people four years old and over. Another important thing to notice in Chart II. A higher percentage of the Hispanic population (approximately forty per cent) was between the ages of four and eighteen years old--we are a very young segment of the population of this country. Quote from 1977 edition of the Statistical Report on The Condition of Education: (9:4-5)

> The Spanish population retains its language to a greater extent than other ethnic minorities generally do. In 1975, about 85% of the Spanish-origin population lived in households in which Spanish was spoken as the usual or other household language, and nearly half of Spanish-origin population spoke Spanish as their usual individual language. (See Chart III.)

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> The age distribution of population groups that claim a definite origin differ considerably from one another. Among them, the Spanish population is youngest; more than one-half were less than 26 years of age in 1975.

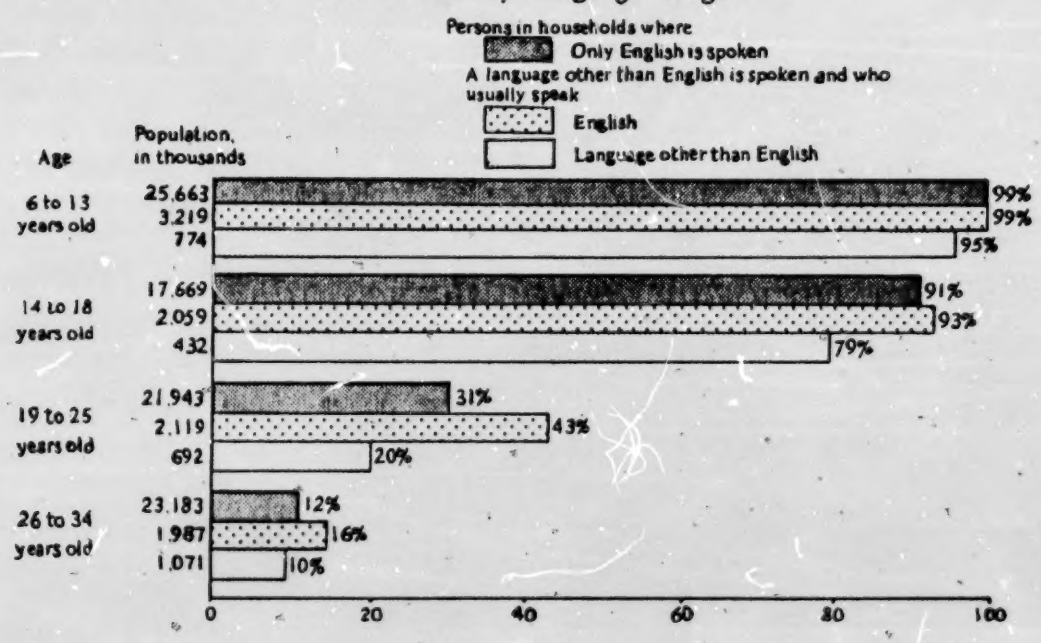
Language and Educational Participation. It is clear that "persons who usually speak a language other than English do not participate in the educational system to the same extent as those who usually speak English." Chart IV shows that only twenty percent (20%) of the persons of Spanish background who were between 19 and 25 years old (one of the two prime college-age groups) in 1975 were enrolled in the educational system. Only ten per cent (10%) of those 26 to 34 years old (another prime college-age group) were enrolled.

Chart V provides additional information that relates language characteristics to participation in the educational system--rather non-participation. This chart shows that while approximately 10 per cent (10%) of the total population between the ages of 14 and 25 years of age had not completed four years of high school and were not enrolled during the 1974-75 school year, the percentage of those persons of the same age group who were Hispanic was more than twice--approximately twenty-four per cent (24%).

Fifteen per cent (15%) of those who claimed Spanish origin and who lived in households where only English was spoken had dropped out of high school. However, a whopping forty-five per cent (45%) of those persons who were between the ages of 14 and 25 years of age (they should

Chart IV

Enrollment, by Language Usage

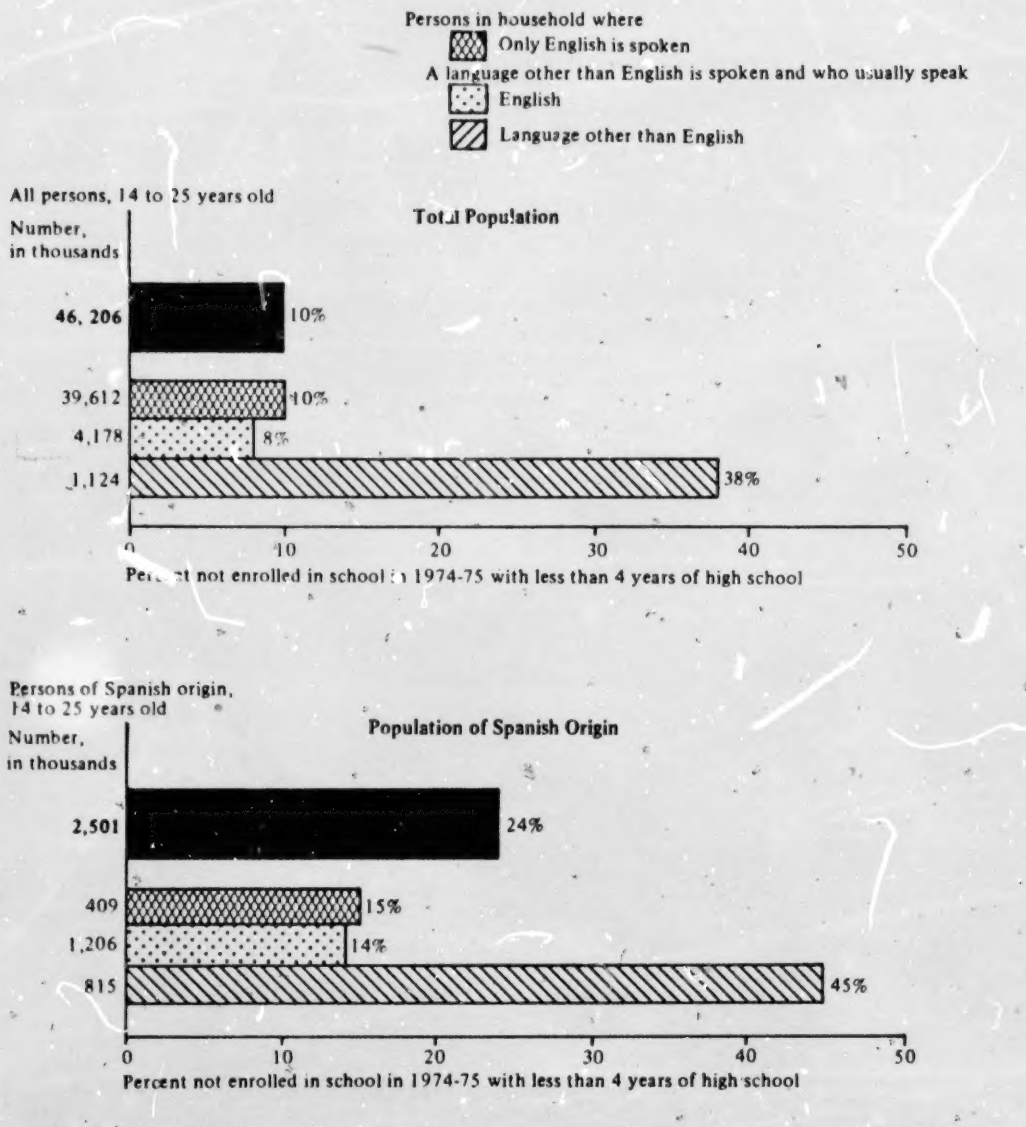


Percent of persons 6 to 34 years old enrolled in elementary or secondary schools, 1974-75.

Source of Data: National Center for Educational Statistics, July, 1975 Survey of Languages

Chart V

High School Dropouts, 14 to 25 Years Old by Language Characteristics



Source of Data. National Center for Education Statistics, July 1975 Survey of Languages

be in high school or in college) who claimed Spanish origin and who lived in households where Spanish was usually spoken had dropped out of high school. Forty-five per cent. Compared to ten per cent (10%) of the total U S. population.

Longitudinal studies, both regional and national, also indicate that Hispanics do not participate in the higher, post-secondary educational systems in proportional ratios and therefore do not derive from these systems the benefits that the total population does. A significant regional report, Access to College for Mexican-Americans in the Southwest, published in 1972 by the College Entrance Examination Board, provided an insight into the participation of Chicanos in the institutions of higher education in the five southwestern states (Arizona, California, Colorado, New Mexico, and Texas) and concluded that in the Fall 1971 semester

> an estimated 144,000 Mexican-Americans were undergraduates in Southwestern colleges. Although this represents a 14 per cent (14%) increase over the previous fall, the figure would need to be increased by at least 100,000 to provide a number proportional to the college-age population. (10:1)

Five years later, in the Fall 1976 semester, conditions had not improved. Martinez, who did a follow-up study of the CEEB survey as part of his doctoral studies at the University of Colorado, concluded that

> over the last five years, the enrollment pattern for Mexican-American students has not improved siginificantly from that reported in 1971. (11:76)

The National Longitudinal Study, which did a follow-up of the graduates of the Class of 1972, found out about the type of participation... and results. Chart VI indicates that only 47% of the Hispanic high school graduates enrolled in postsecondary education compared to 56% of the Whites and 50% of the Blacks. By 1974, only 31% of the Hispanics were enrolled, compared to 39% of the Whites and 34% of the Blacks. (11:99)

Table III indicates that 7.3 per cent of the Hispanic students had completed a Bachelor's degree or higher by 1976--compared to 19.2 per cent of the Whites and 12.1 per cent of the Blacks. Approximately 47.6 per cent had no higher education, compared to 41.2 per cent of the Whites and 47 per cent of the Blacks. (11:130)

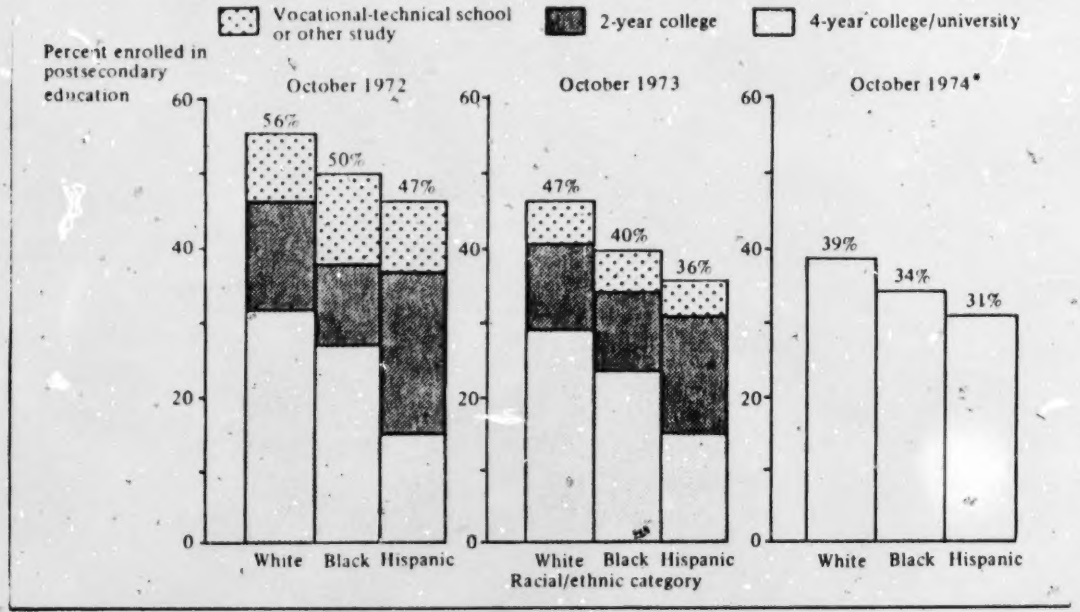
Hispanic Professionals in Post-Secondary Education.-The number of Hispanic professionals in higher education has never come close to being proportional to the number of Hispanics in the total population.

The College Board survey mentioned earlier reported that the Southwestern institutions of higher education had employed in 1971 "an estimated 1,500 Mexican-American full-time faculty members; this yields a ratio of one Mexican-American faculty member for every 100 Mexican-American students." (10:1) The average ratio of full-time faculty to students at the time was approximately 1 to 20. The ratio of Mexican-American full-time student support personnel to Mexican-American students was 242 to 1. (10:35)

Martinez in his follow-up study found that the "number of Mexican-American full-time professional staff in Southwestern colleges has decreased since 1971." (11:77)

Chart VI

Enrollment Status of the High School Class of 1972 by Race or Ethnic Origin



*Data on type of institutions unavailable.

Source of Data: National Center for Education Statistics

Table III

Educational attainment of the high school class of 1972, by selected characteristics: 1976

Characteristic	Total	Percent attaining: Bachelor's degree or higher	Some college	No higher education
TOTAL	100.0	17.9	39.5	42.5
Ability:				
Low	100.0	3.5	27.5	69.0
Middle	100.0	13.1	44.1	42.8
High	100.0	38.6	46.4	15.0
High school educational expectations:				
High school or less	100.0	0.9	12.7	86.4
Vocational-technical	100.0	2.1	29.9	68.0
2-year college	100.0	6.8	66.3	26.9
4-year college	100.0	35.4	56.3	8.4
Graduate school	100.0	48.7	45.2	6.1
High school program:				
General	100.0	8.9	36.6	54.5
Academic	100.0	34.2	50.2	15.7
Vocational-technical	100.0	3.4	25.7	70.9
Racial/ethnic group:				
White	100.0	19.2	39.6	41.2
Black	100.0	12.1	39.9	47.0
Hispanic	100.0	7.3	45.1	47.6
Other	100.0	12.4	36.7	50.8
Sex:				
Male	100.0	17.2	43.0	39.8
Female	100.0	18.6	36.4	45.0
Socioeconomic status:				
Low	100.0	7.1	29.5	63.4
Middle	100.0	14.7	39.5	45.8
High	100.0	35.2	50.3	14.5

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

In 1976, the number of full-time Hispanic faculty in institutions of higher education in the United States was less than 1.5 per cent (See Table IV), of the total, with Hispanic males making up one per cent (1%) and Hispanic females making up four-tenths of one per cent (0.4%). Of course, the largest absolute number and the higher percentage served in the assistant professor/instructor level.

Hispanics in Community/Junior Colleges

For a very long time, the majority of Hispanics who have enrolled in institutions of higher education have enrolled in community/junior colleges. In fact in the late 1960's and early 1970's, approximately three quarters of all Chicanos enrolled in higher education were in community/junior colleges. The College Board study indicated that 75,000 of the 100,000 Chicanos enrolled in public institutions of higher education in those 28 counties that had at least 50,000 Chicanos in 1970 were enrolled in community/junior colleges. (10:21) A study of Chicanos in public higher education in California concluded that "Chicanos who enter public higher education can expect by present enrollment figures to have a 70 per cent (70%) chance of attending a community college."

In later years, though, the per cent of Hispanics enrolled in the community/junior colleges in relation to the total enrolled in institutions of higher education, has decreased somewhat. Table V, which shows the full-time enrollment in institutions of higher education in the Fall 1976 semester, indicates that approximately 42.55% of all Hispanics were enrolled in the two-year colleges. (12:118) In Texas, of all the Chicanos enrolled in semester length courses in the Fall 1976 semester, approximately 55% were in the community/junior colleges. (13:6)

Table IV

Sex and racial/ethnic composition of full-time faculty [1] in institutions of higher education, by rank: 1976

Rank	Total	Male						Female				
		Total	White [2]	Black [2]	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	Total	White [2]	Black [2]	Asian/ Pacific Islander	Hispanic
TOTAL [3]	446,034	336,216	312,281	10,791	7,798	4,534	812	109,818	97,131	8,783	1,889	1,741
Percent	100.0	75.4	70.0	2.4	1.7	1.0	0.2	24.6	21.8	2.0	0.4	0.4
Professors:												
Number	98,028	88,656	84,423	1,637	1,087	655	134	9,372	8,623	501	128	102
Percent	100.0	90.4	86.1	1.7	1.8	0.7	(4)	9.6	8.8	0.5	0.1	0.1
Associate Professors:												
Number	99,592	82,787	77,744	1,941	2,042	903	157	16,805	15,235	999	271	265
Percent	100.0	83.1	78.1	1.9	2.1	0.9	0.2	16.9	15.3	1.0	0.3	0.3
Assistant Professors:												
Number	121,176	86,978	80,003	3,242	2,203	1,299	201	34,198	30,471	2,591	590	486
Percent	100.0	71.8	66.1	2.7	1.8	1.1	(4)	28.2	25.1	2.1	0.5	(4)

[1] Includes both 9-10 and 11-12 month contract faculty who teach full-time.
[2] Non-Hispanic.
[3] Includes full-time faculty at all ranks including instructors and others.
[4] Less than 0.1 percent.

NOTE: Detail may not add to total because of rounding.
SOURCE: Equal Employment Opportunity Commission, unpublished data.

Full-time enrollment in institutions of higher education, by racial/ethnic group and level and control of institution: Aggregate United States, fall 1976

Level of institution	Total	White [1]	Black [1]	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Non-resident alien
UNIVERSITY:							
Number	2,073,939	1,794,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.3	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
OTHER 4-YEAR:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	223,208	71,604	31,758	11,856	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-YEAR							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	118,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1] Non-Hispanic

NOTE: These data do not include those institutions that did not provide information by ethnic and racial categories.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights and National Center for Education Statistics, preliminary data

The number of Hispanics who graduate from two-year colleges, however, is significantly less than the rest of the students. Perez-Ponce, Barron and Grafton, drawing on unpublished data from the National Center for Educational Statistics National Longitudinal Study of the High School Class of 1972, (**See Table VI**), reported that by October 1974

> Where **White and Black** males completed associate degree work at 10.71 per cent and 13.63 per cent, respectively Hispanic males ranked only at 5.23 per cent. A similar pattern unfolded for women students. White and Black women ranked 17.91 and 10.45 per cent, respectively, with Hispanic women ranking 8.78 per cent. (15:7)

Table VI

Associate Degree Awards to Two-Year College Entrants From Class of 1972, by Sex, Racial/Ethnic Group, Shown in Percentages, October, 1974

Racial/Ethnic Group	Men	Women
White	10.71	17.91
Black	13.63	10.45
Hispanic	5.23	8.78

Source: Response to CONAC query from unpublished material, National Center for Educational Statistics report: Withdrawal from Institutions of Higher Education: An Appraisal with Longitudinal Data Involving Diverse Populations.

While Hispanics in the Fall 1976 semester made up 7.1 per cent of the aggregate, total full-time enrollment in the community/junior colleges (See Table V), they earned only 4.6 per cent of the associate degrees awarded by these institutions during the 1975-76 academic year. (See Table VII).

The number of professional Hispanic faculty members working in the community/junior colleges is significantly lower than the per cent of Hispanic student representation in the colleges and even lower than the proportion of the Hispanic community to the total communities served by the community/junior colleges.

The College Board study discussed above shows that in 1971, in the community/junior colleges in the five Southwestern states, the ratio of full-time Mexican-American faculty members to full-time Mexican-American students was 1 to 124. The ratio of full-time student support personnel to full-time Chicano students was 284 to 1. (10:35) By 1976, things had grown worse, as Martinez reported, since the number of professionals had actually decreased from 1971. (11:77) Vamos de Guatemala a Guatepeor!

National data on full-time Hispanic faculty in the community/junior colleges are not readily available; however, since full-time Hispanic faculty represent less than 1.5 per cent of the total full-time faculty members in the country, (See Table III), while Hispanic students make up 7.1 of the aggregate, full-time student enrollment, it is easy to assume that the ratio of full-time faculty to full-time students is disproportionate.

Table VII

Higher education degrees earned by racial/ethnic group and sex: Aggregate United States, 1975–76

Level of degree	Total		White [1]		Black [1]		Hispanic		American Indian/ Alaskan native		Asian or Pacific Islander		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per cent
Associate:														
Total	**488,677**	**100.0**	**413,100**	**84.5**	**40,965**	**8.4**	**22,714**	**4.6**	**2,517**	**0.5**	**5,695**	**1.2**	**3,686**	**0**
Male	256,782	100.0	219,019	85.3	19,163	7.5	11,838	4.6	1,298	0.5	3,003	1.2	2,461	1
Female	231,895	100.0	194,081	83.7	21,802	9.4	10,876	4.7	1,219	0.5	2,692	1.2	1,225	0
Bachelor's:														
Total	**927,085**	**100.0**	**811,772**	**87.6**	**59,187**	**6.4**	**26,220**	**2.8**	**3,498**	**0.4**	**11,323**	**1.2**	**15,085**	**1**
Male	503,226	100.0	444,768	88.4	25,660	5.1	13,594	2.7	1,916	0.4	6,359	1.3	10,929	2
Female	423,859	100.0	367,004	86.6	33,527	7.9	12,626	3.0	1,582	0.4	4,964	1.2	4,156	1
Master's:														
Total	**310,493**	**100.0**	**262,851**	**84.7**	**20,351**	**6.6**	**6,379**	**2.1**	**795**	**0.3**	**4,037**	**1.3**	**16,080**	**5**
Male	165,971	100.0	139,539	84.1	7,809	4.7	3,316	2.0	432	0.3	2,499	1.5	12,376	7
Female	144,522	100.0	123,312	85.3	12,542	8.7	3,063	2.1	363	0.3	1,538	1.1	3,704	2
Medicine:														
Total	**13,487**	**100.0**	**11,993**	**88.9**	**708**	**5.2**	**304**	**2.3**	**47**	**0.3**	**227**	**1.7**	**208**	**1**
Male	11,294	100.0	10,163	90.0	504	4.5	245	2.2	36	0.3	177	1.6	169	1
Female	2,193	100.0	1,830	83.4	204	9.3	59	2.7	11	0.5	50	2.3	39	1
Law:														
Total	**31,483**	**100.0**	**28,520**	**90.9**	**1,519**	**4.7**	**858**	**2.6**	**75**	**0.2**	**312**	**1.0**	**199**	**8**
Male	26,237	100.0	23,999	91.5	1,102	4.2	697	2.7	59	0.2	230	0.9	150	6
Female	5,246	100.0	5,521	88.4	417	6.7	161	2.6	16	0.3	82	1.3	49	0
Ph.D. or Ed.D.:														
Total	**33,795**	**100.0**	**27,435**	**81.2**	**1,213**	**3.6**	**407**	**1.2**	**93**	**0.3**	**583**	**1.7**	**4,068**	**12**
Male	26,016	100.0	20,853	80.2	771	3.0	294	1.1	77	0.3	480	1.8	3,541	13
Female	7,783	100.0	6,582	84.6	442	5.7	113	1.5	16	0.2	103	1.3	527	6

[1] Non-Hispanic

NOTE: Details may not add to totals because of rounding

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Civil Rights and National Center for Education Statistics, unpublished tabulations

The reasons for the non-participation of Hispanics in the educational systems of this country have been discussed over and over again. Lopez and Enos (13) outlined a long list of problems and conditions that affect the Chicano student in the community colleges in California, among them: inadequate high school counseling; hostile, bureaucratic college campuses and their Anglo faculty and students; racism; the relative absence of Chicano faculty and staff; and the familial and economic pressures on the Chicano. They determined that the two major barriers to adequate representation of Chicanos in public higher education were admissions standards and procedures and adequate financial aid.

Cardenas, in examining the issue of equality of educational opportunity as it relates to access to higher education for Mexican-Americans, made the following observations concerning the different factors related to access:

1. Recruitment: a new recruitment practice should be used by which counselor training programs focus on training counselors to play active roles, to be student advocates, and subsequently assist students to gain admissions to colleges and universities.

2. Admissions Process: recognizing the inappropriateness of test scores as concerns most minority and low-income students, an admittance criteria other than rigid adherence to standardized tests should be utilized. More humanistic approaches are recommended.

3. Student Financial Assistance: in view of the low socio-economic status of most Mexican-Americans, access will not improve unless adequate financial aid is made available.

4. Program and Services: institutions should reexamine their policy and goals towards the "economically and educationally" disadvantaged student; to direct their efforts to provide funds for programs aimed at these students; and to strive to serve as an example to other institutions on methods of providing educational opportunities for Mexican-Americans and other under-represented student populations.

5. Faculty and Student Support Personnel: as the enrollment of Mexican-American students increases it is essential that the institution increase its number of Mexican-American faculty and administrators to develop a bicultural learning environment.

Many other Hispanic writers have called for similar redesign or reemphasis of the educational systems to serve Hispanic students better. Rodriguez made many of the same recommendations made by Cardenas and included some additional ones: staff development for the college staff, peer counseling and peer tutoring programs, basic skills programs, and others. (17:20) Lopez, citing the fact that many community colleges now have some type of developmental education programs in basic skills--reading, writing, English, mathematics, etc.--calls on community colleges to "apply many of these same characteristics in serving Chicanos with special language and basic skills problems". He writes that community colleges must make a commitment to retain Chicanos by making a commitment that extends beyond "student support services such as counseling, financial aid and cultural activities. The key factor to this commitment, however, is effective bilingual instruction." (18:5)

But enough of the discussion of the barriers/problems of access of Hispanics to the community colleges (and higher education) and the many

approaches to dealing with these problems. The question before us is: What changes in federal policy need to be made to change the environment in the educational systems so that Hispanic students have equality of opportunity in education?

Recommended Changes in Federal Policy

These preliminary recommendations for changes in federal policy are just that--preliminary. After our discussions and deliberations, I hope that this section of the paper will be strengthened.

1. The federal educational policy relating to bilingual education should emphasize the role of the community colleges much more. At the present time, the three main thrusts of the federal bilingual education effort emphasize the K-12 grades. The vast majority of the basic programs, through grants to local educational agencies, emphasize the K-6 grade levels. The supportive services aspects of the federal bilingual education program, through its various centers, also emphasizes the lower elementary school levels. The post-secondary programs thrusts are principally aimed at preparing bilingual teachers and trainers of teachers--all for work at the elementary school level.

A development center for materials at the community/junior college level is badly needed. Also needed are programs to prepare bilingual teachers to work at the community/junior college level.

2. The emphasis on the Program with Developing Institutions under Title III of the Higher Education Act, as amended--both the Basic and the Advanced components--have emphasized those institutions that have served predominantly Black student populations. The per cent of the funds--and

the absolute amounts--that has been awarded to institutions that serve Hispanic students have been minimal over the years. It is about time that the emphasis changes to meet the needs of our Hispanic students.

3. The Bilingual Vocational Education program, begun under Part J of the Vocational Education Act, has proven to be a very successful program to date. The basic problem is that only $2.8 million has been appropriated per year. This is a mere drop in the bucket. Much more money is needed.

4. A program similar to the old Education Professions Development Act is needed, both for in-service for Anglo faculty/staff who do not know how to work with bilingual/bicultural students and for bilingual/bicultural faculty (those few that are employed) to prepare them better to teach bilingually.

5. A lot of work needs to be done in the area of affirmative action. Ten years ago, when Anglo administrators were asked why they were not hiring Hispanics for positions, they said that we did not have the academic preparation and credentials. Five years ago, after we prepared more of our young people and they had credentials, the excuse was that they did not have experience. Now we have people with credentials and experience and they still will not hire us. Oyes, que mas quiren?

6. Something must be done to improve the implementation of the programs funded under the Comprehensive Employment and Training Act. When that legislation was passed and funded a few years ago, some of us who were involved were looking at it as a possible vehicle for the imporvement of the socio-economic condition of Hispanics in this country, given the wording of the law. But, things have gone awry.

7. Legislation that will provide massive assistance to community/junior colleges serving heavy concentrations of minorities in the urban areas

is needed. Notwithstanding the fact that community/junior colleges have not served well the needs of Hispanics, they have done a better job (at least in my opinion) than the rest of higher education. And, since the vast majority of Hispanics live in urban areas (I understand the figure is around 80-85%) and since urban areas are having such great fiscal, social, and other problems, I think massive federal intervention is needed.

8. Federal financial aid--the "packaging" philosophy of awarding financial assistance to students continues to bother me. Sometimes I get the feeling that we are hurting our Hispanic students much more than we are helping them....I think our students get significant amount of funds through two components of the "packaging"--work-study program and student loan.

The work study program....While I believe in the work ethic, I think that our students need all the time they have to devote to their studies. We may be working them too much and not giving them enough time to study.

The student loan....I think we are just postponing a deeper sort of poverty. Let's say that a male Hispanic student, over a four year period, accumlates a loan debt of $4,000. As soon as he graduates, he marries a female Hispanic student who has a similar debt. How would you like to start your married life $8,000 in the hole?

Granted...my knowledge of financial aid is limited. These are just "feelings" at this stage. Hope our discussion will enlighten me a bit so that this recommendation can be strengthened.

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